PEACE CORPS Volunteer

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Eleanor Roosevelt Fund Is Offering Internships

Returning Peace Corps Volunteers are being offered an opportunity to continue public service in the field of human rights.

The invitation for an internship program of training and work comes from the Eleanor Roosevelt Foundation, whose chairman is Adlai Stevenson, U.S. ambassador to the United Nations

The program hopes to obtain 25 former Volunteers to enter training in January for work with private or public agencies.

The program will be operated jointly with the National Assn. of Intergroup Relations Officials and the major private and public agencies working in the human-rights field.

Interns will be paid $5000 a year, half to be paid by the foundation and half to be paid by the employing agency.

Following their two-week training in Washington, interns will be assigned to work with human-rights commissions, labor unions, employment agencies, personnel directors of corporations, and other groups requesting their services.

Although the program will begin with Peace Corps veterans, others with experience in community relations and related fields will be sought later.

"The critical need for trained intergroup-relations specialists has been identified by the Eleanor Roosevelt Foundation as one of the keys to a peaceful and constructive resolution of the nation's racial crisis," Stevenson said.

NAIRO is establishing a career service board to screen applicants and designate the participating agencies, based upon approved work and supervision plans.

A college degree is not required, but applicants without degrees should have work experience in community relations or organization, teaching, law, adult education, social work, or allied fields. Academic degrees in sociology, anthropology, political science, economics, psychology, or public administration are desirable.

Volunteers interested in applying for the program should write to Career Service Board, National Assn. of Intergroup Relations Officials, 2027 Massachusetts Ave., N.W., Washington, D.C.

32 Volunteers Receive Ford Fellowships

Thirty-two returned Peace Corps Volunteers are among 41 young men and women to receive one-year Ford fellowships to prepare for future work in developing countries.

The program is designed to increase the number of Americans trained in professions and interested in careers in international service.

The 41 selected have enrolled this fall or will enroll early next year at one of eight universities co-operating in the program, which is administered by Pennsylvania State University with the support of a $400,000 grant from the Ford Foundation.

Eight more winners are to be announced. Each fellowship covers tuition, fees, and living expenses up to $1800.

The program is open to qualified men and women who have served about two years in the developing countries of Africa, Asia, and Latin America. Others chosen for the fellowships served with such organizations as International Voluntary Services; Teachers East Africa,

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IN ADDIS ABABA AND WASHINGTON, Ethiopia's Emperor Haile Selassie met the Peace Corps. At a reception (above, left) at Jubilee Palace on Sept. 21 for the 145 newly-arrived Volunteers of Ethiopia 2, His Imperial Majesty was addressed in Amharic by Volunteer Anne Browder (Hackettstown, N.J.), one of four physicians in the 36-Volunteer medical team that will work in two new hospitals and public-health centers in Dessie and Mekele. Standing between Anne and the Emperor are Peace Corps Representative Harris Wofford and Minister of the Imperial Court Tefarawork. On Oct. 3, the Emperor, then in Washington on a visit, was greeted (above, right) by Director Sargent Shriver for a brief chat on Peace Corps matters. There are 416 Volunteers now serving in Ethiopia, the second largest program in Africa.

Can It Be Better?

With this issue THE PEACE CORPS VOLUNTEER marks its first complete year of publication. Thousands of Volunteers who have gone into service since November, 1962, cannot remember when the newspaper looked any different from the way it does now. In fact, it grew out of a merger of *The Volunteer,* a brown-ink-on-gray-paper publication which went only to Volunteers and their relatives, and *The Peace Corps News* (blue on white), which was used for general circulation in the U.S., although it, too, was sent to Volunteers. Neither publication pleased the Volunteers; those who wrote in to protest were few, but word came back from abroad that the Volunteers believed that they were being oversold, that their labors were overmagnified, that their successes were overglorified.

Some Volunteers were acquiring inferiority complexes, reports said, because their accomplishments could not measure up to those of Volunteers whom they read about.

From its start THE PEACE CORPS VOLUNTEER tried to do without loaded words like *success,* wild-blue-yonder words like *challenge,* and the whole range of value-judgment adjectives. It shifted the onus of reporting Volunteer activities to Volunteers themselves. (Oddly enough, Volunteer writers, in describing their activities and their philosophy, leaned heavily on words like *success* and *challenge.*)

In time, word came back to Washington that the Volunteers "liked" the new publication. Their reaction to it was probably not so much a matter of "liking it" as of having fewer complaints about it. As before, few Volunteers wrote in about it. Word of their changing attitude came back by word of mouth and by letter from staff people in the host countries. Underlying the changing view, though, was the lingering suspicion that the new VOLUNTEER printed only success stories: "Are we the only Volunteers who have problems?" complained one Volunteer to a staff man in an Asian country.

No, of course they were not: Volunteers everywhere had problems. They still do. There are the surface complaints:

"Where is my travel money?"

"When will I get the shovel you promised two weeks ago?"

"They told us we were going to be given sheets and towels."

And there are the complaints that relate to the job:

"My co-worker would rather sleep than work."

"My supervisor gives me make-work projects so he won't be embarrassed by my suggestions about improving the job."

"The ministry has reneged on its promise to send supplies."

Beneath Complaint Surface, a Maelstrom

Many of the complaints are valid. All of them may be. But what many Volunteers fail to perceive is that one millimeter underneath their surface complaints is a maelstrom that could wreck their chances to achieve those very purposes they sought to serve when they went abroad. Many problems trace back to the system within which the Volunteer has to work. To paraphrase one observer: if there were no inefficiencies in the host countries . . . if all Volunteer jobs were perfectly structured, there would be no need for Peace Corps Volunteers.

It is difficult, therefore, for THE VOLUNTEER to describe in detail the origins of many Volunteer problems. The Peace Corps, after all, is a guest in a country. What is common to the guest's tradition may be offensive to the host's. Drawing a line between acceptable, factual observations and comments that offend the host is one of the Volunteer's largest jobs—and one of THE VOLUNTEER's, too. Failure to draw this line can at the very least imperil the complaining Volunteer's effectiveness in his job. At the most, it might imperil the Peace Corps' effectiveness in his host country. The Peace Corps' job in host countries is to help.

THE VOLUNTEER has printed a wide range of stories by Volunteers on their achievements and their frustrations; it has also printed a wide range of interesting or contrary opinions of the Peace Corps by "outside" writers. It has done so conscious that it is subject to diplomatic scrutiny and interpretation.

Ambivalence Shown to Publicity

Many Volunteers display an ambivalence toward publicity. They seem to want publicity for their project while eschewing it for themselves. They act something like the woman with whom every newspaper editor is familiar: "I don't want you to mention little old *me,* but why don't you print something about my school project (or my rummage sale or my church social)?" Many Volunteers cannot make the journalistic jump from the idea that stories about projects must often be told as stories about people and their labors. Part of the Volunteers' attitude is an honest desire for anonymity. One staffer wrote: "The Volunteer is not always the best judge of his own contribution; the very modesty of so many of our Volunteers is proof of their fine human qualities." But part of the attitude springs from the Volunteers' (mostly) youth and from the unaccustomed glare of publicity on them as Volunteers. Not many Americans in their 20s have had the public eye as has Jack Nicklaus or Mickey Mantle.

But the Peace Corps is people. The Peace Corps is being widely written about and talked about because it represents one of the truly challenging ideas of the mid-20th century (its success will have to be judged by history). But it is also written about and talked about because it works. It works despite its frustrations and its problems; it works because of the Volunteers; it works because it is a good idea being implemented by men and women of ability and determination.

Talking and writing have spread the "Peace Corps idea" around the world; a dozen industralized countries have or are planning their own versions of the Peace Corps; others are adapting the idea for domestic use.

Talking and writing will also sustain the Peace Corps by carrying its message to the Americans who will one day replace the present Volunteers in the field.

Ideally, a Volunteer should have written this essay—to keep off it the stigma of "The Bureaucrat." Almost any Volunteer could have reached the same conclusion about his working position if he had been forced to scrutinize it from a really detached point of view. But Volunteers seem to confine their philosophy to bull sessions. Few write in about it.

The columns of THE VOLUNTEER have never been closed to any rational discussion of any topic concerning the Peace Corps. They are not now. Let us hear from you.

Colombia Volunteer Leader Dies of Accident Injuries

A Volunteer Leader in Colombia died last month from injuries sustained when he fell from a moving jeep.

Frederick H. Detjen, 25, of Springfield, Ill., died Oct. 4 in a hospital at San Gil, Santander, Colombia. He was the seventh Volunteer to die abroad.

The accident occurred the previous afternoon as Detjen and another Volunteer, John D. Maier (Cheney, Wash.), were returning from San Gil to Bucaramanga, capital of the Department of Santander. Maier, driver of the Jeep, told officials that Detjen, asleep in the right front seat, fell from the vehicle as it went around a curve about 20 miles from San Gil.

"Detjen's work and his contributions were widely recognized," said Jesse R. Moffet, Associate Peace Corps Representative in Colombia. Moffet, together with another Colombia Volunteer, Jerald Webster (Fullerton, Cal.), a friend of Detjen's, accompanied Detjen's body back to Springfield.

A popular figure in Santander, where he had responsibility for some 25 Volunteers, Detjen was well-enough known to be referred to only by name in local newspapers headlining the accident, Moffet said. Messages of condolence were received from organizations and from church and government officials.

Detjen was assigned to the Colombia community-development project, administered by CARE, in May, 1962, after training at Arizona State University in Tempe, Ariz. After working 11 months in Manaure, Magdalena, he was appointed a Volunteer Leader and transferred to Santander in June, 1963. He lived by himself in a small pension in Bucaramanga.

Before graduating in 1962 from Southern Illinois University in Carbondale, Ill., with a B.A. in sociology, Detjen studied for 3½ years at the U.S. Military Academy at West Point, N.Y. He attended high school in Springfield, where he was born May 4, 1938.

He was skilled in the use of heavy earth-moving equipment. He liked camping, fishing, and hunting, in addition to boxing and bowling. He spoke Portuguese and Spanish.

He is survived by his parents, Mr. and Mrs. Henry J. Detjen, and a sister, Janet, of Springfield.

Detjen is the third Volunteer to die in service in Colombia. Lawrence Radley (Chicago, Ill.) and David L. Crozier (West Plains, Mo.) were killed Apr. 22, 1962, as passengers in an Avispa Airlines plane which crashed into an Andean peak in western Colombia.

A Philippines Volunteer, David A. Mulholland (N. Quincy, Mass.) died from an illness June 10, 1962. In Brazil, Dale E. Swenson (Amery, Wis.), a Volunteer Leader, was killed Dec. 6, 1962, in a vehicle collision. Two other Philippines Volunteers, Philip W. Maggard (Buffalo, Wyo.) and Nancy Ann Boyd (Martinez, Cal.) died when a Philippine Air Lines plane crashed on the island of Mindanao Mar. 2, 1963.

PEACE CORPS FLEET is part of CARE fisheries project at Bonthe, Sierra Leone. The program is designed to make local fishing more efficient by increasing Sierra Leonians' skill with outboard motors and boats. The far boat is the project's outboard cruiser. The middle boat is an experimental skiff built by Volunteer Joel Jackson (Tampa, Fla.), and the near craft is a catamaran Jackson rigged up from two dugout canoes. Boatbuilder Jackson made his plank steamer out of a five-gallon oil can, some hose, and a six-inch sewer pipe, which he plugs at both ends.

Library, Fund Commemorate Nancy Boyd

Two memorials have been established in the Philippines to perpetuate the name of a Peace Corps Volunteer who died in a plane crash last March.

Nancy Ann Boyd, 20, of Martinez, Cal., went to the Philippines in September, 1962, as an instructor in English and elementary school science. She was assigned to Mabini, Davao Province, Mindinao, with another Volunteer.

Soon after her arrival Nancy wrote to her parents, Mr. and Mrs. Paul C. Boyd, that she wanted to help a young Filipino boy through high school by providing his tuition funds. Free public education ends at the sixth grade in the Philippines, and many students cannot afford high-school tuition fees of about $25 a year.

Scholarship Fund Grows

Nancy, together with another Volunteer, Philip Maggard (Buffalo, Wyo.), was killed in a crash of an airliner flying from Zamboanga City to Davao City on Mar. 2. Her parents told friends and relatives of Nancy's plans to help the Filipino boy; the Nancy Boyd Scholarship Fund came into existence and soon reached a total of $3165.

In September, Mr. and Mrs. Boyd flew to the Philippines to complete their daughter's mission. In Mabini, they found townspeople had begun the Nancy Boyd Memorial Library. The Boyds laid the cornerstone of the building, which is located in the civic center.

The Scholarship Fund will provide enough money to assist several youngsters. The Boyds said the gratitude expressed by residents of the town and their fond memory of Nancy have helped to ease the sorrow over their daughter's death.

Classroom Magazine Offered to Volunteers

Sample copies of an English-language magazine designed for use in classrooms are being offered free to Volunteers by its Indian publishers.

Aimed at junior and senior high-school levels, the magazine *Sunshine* is used for reading in English and social studies classes in several Asian and African countries. *Sunshine* is one of the few African or Asian classroom magazines published in English.

To obtain copies, write the U.S. representative of the magazine, Jaswant Krishnayya, 888 Massachusetts Ave., Cambridge, 39, Mass.

Peace Corps Requests Reduction in '64 Budget

The Peace Corps has asked Congress for less money than it originally proposed in its budget for fiscal year 1964.

Sargent Shriver, in hearings before the House Foreign Affairs Committee, requested $102,000,000 rather than $108,000,000. Furthermore, he said, the Peace Corps now expects to reach by August, 1964, a level of 11,300 Volunteers instead of the 13,000 originally planned.

Shriver noted that both the higher figures had been proposed in the fall of 1962, when the President's 1964 budget was being prepared and when the Peace Corps had been in field operation only a year.

The number of applicants has tripled, Shriver said, but proportionately fewer are being selected. Standards of acceptance have risen at the same time there has been a shortage of available persons with the skills in highest demand overseas.

"We had requests for more than twice as many math and science teachers as we have sent abroad," Shriver said. "The supply of trained agriculturalists also failed to meet what appears to be an insatiable demand. Other scarce skills in great demand: engineers, geologists, doctors, and nurses, to name only a few."

The Peace Corps could have supplied easy-to-find skills instead of those which countries particularly requested, or it could have relaxed selection standards, Shriver told the committee.

"Either choice would have enabled us to meet on time the estimates we made to you last year," Shriver said.

"But neither choice would have produced the kind of Peace Corps you have enthusiastically supported the past two years. We chose not to compromise."

As a result, Shriver said, the Peace Corps had on board on Aug. 31 some 2300 fewer men and women than the 9000 it had proposed last year.

Prose and Poetry Requested Again For Anthology

Two Volunteers collecting and editing material for an anthology of Peace Corps prose and poetry have put out another call for contributions to the publication.

Eugene Orland (Los Angeles), working in the Philippines as an English instructor in a teachers college, and Ross Burkhardt (Central Valley, N.Y.), stationed in a Tunisian youth village as a physical-education instructor, say they have already received Volunteer writing from many countries.

The aim of the publication, Orland states, is "to help all people understand the feelings, motivations, frustrations, successes and perhaps even the philosophy of the Peace Corps and the Volunteers."

Contributions from African projects may be sent to Burkhardt at Village d'Enfants, Zaghouan, Tunisia; from Asia and Latin America, to Orland at 33 Iyam, Lucena City, Philippines.

Volunteers Cover 9 Towns in 10 Days With Ivory Coast Athletic Caravan

Peace Corps coaches covered nine towns in a 10-day tour of the African Republic of Ivory Coast to perform and to teach modern techniques in basketball, volleyball, boxing, and track and field.

Five of the coaches are regularly assigned to Ivory Coast, and three were on temporary assignment from Senegal. Two nationally-ranked decathlon men, Dave Edstroem and Russ Hodge, accompanied the Peace Corps coaches. Edstroem and Hodge are U.S. Air Force men who were granted leave for exhibition work in Africa.

The 10 athletes met, ate with, talked to, and competed against local athletes in each town. They distributed printed training information and showed sports films.

Mixed teams of Ivorian and American athletes competed in basketball and volleyball. Handicap sprint races were held to offer greater incentive to local athletes. Volunteer Washington Kingsby (San Jose, Cal.), the national boxing coach for Ivory Coast and the only boxer on the tour, challenged all comers in bouts of three two-minute rounds.

The athletes travelled in a station-wagon caravan under the direction of Walter Boehm, representative for the American Assn. for Health, Physical Education, and Recreation, a private organization co-operating with the Peace Corps.

Boehm reported that the athletes' reception was "warm and open." Each town the athletes visited requested the permanent assignment of a Peace Corps coach, he said.

$100 Charity Donations Offered for Short Stories

Any Volunteer who has written a short story can win $100 to support a project or charity in his host country if the story is selected for publication.

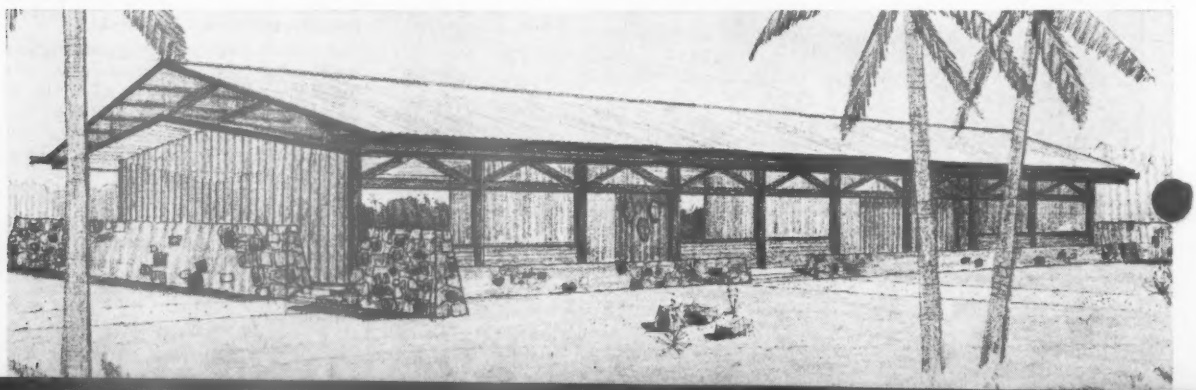
Any Volunteer who sends in a "discovered" story by a host-country writer also can win the $100 support donation (the writer will be paid, too) if the story is accepted.

These offers comes from *Short Story International*, a new monthly magazine publishing a variety of fiction from authors around the world. The magazine seeks to increase the understanding by English-speaking peoples of the cultures of other nations.

For information, write *Short Story International*, 240 W. 40th St., New York 18, N.Y.

The Promise

Here is a sketch of three-room school designed by Marshall Erdman of Madison, Wis., for construction by Volunteers in African Republic of Gabon. Erdman visited Gabon on site survey and saw Dr. Albert Schweitzer, who recommended double roof to block solar heat.



'Alumni' Busy In Training, Staff Posts

As more Volunteers complete their two-year service and come back to the U.S., greater numbers of them are assisting in training programs and working in other Peace Corps jobs. At the end of October, a total of 66 former Volunteers was listed as working or having worked for the Peace Corps in staff and training positions.

Former Volunteers are involved in every training program this fall. More returned Volunteers will be used in spring and summer projects.

Returned Volunteers are of most value in a training program when they have served in the country where trainees are bound. In a number of recently-initiated programs, however, former Volunteers are not yet available; in these instances former Volunteers who served in countries nearby are being utilized.

Volunteers completing service are urged to inform the Peace Corps of their whereabouts once they return, since Peace Corps/Washington hopes to use some of them for occasional service in training programs or in other capacities.

Included among former Volunteers who have assisted or are assisting at training sites are Fred Morgner and Tom Scanlon (Chile); John Arango, Dennis Grubb, Bryon Hopewell, Henry Jibaja, Michael Lanigan, Ronald Schwarz, Lyle Smith, and Bradford Whipple (Colombia); Richard Maze (Ghana); William Donovan, Nomenée Robinson, and Lawrence Teker (India); Barbara Contessa, Ernest Phillips, and James Wolter (Malaya); John Neill and Paul Newman (Nigeria); Fritz Klattenhoff (Sabah-Sarawak); James Bausch, Robert Burns, Robert George, Harold Hill, and Patricia and Philip Rupel (Pakistan); Arthur Young (Tanganyika); and David Burger (Thailand).

Working overseas for the Peace Corps in full-time capacities are or will be the following former Volunteers: in Ghana, Robert Klein (Ghana); in Nigeria, Gregory Barnes (Sierra Leone) and Samuel Selkow (Ghana); in the Philippines, John Bossany and Leonel Castillo (Philippines); in Thailand, David Ziegenhagen (Philippines) and David Burger (Thailand); in West Pakistan, Robert Morris (West Pakistan); in East Pakistan, Robert Taylor (East Pakistan); in Turkey, Leonard Giesecke (Philippines).

For Latin America are: in Brazil, Alexander Estrin and Phillip Lopes (Colombia); in Colombia, Matthew DeForest (Colombia); in the Dominican Republic, Stephen Honore (Colombia); in Ecuador, Tomas Torres (Colombia); in Honduras, Gerald McMahon (Colombia); in Peru, Laurence Cornish (Chile).

On the Puerto Rican Training staff are William Pat Rowe and Gerald Mullins (Philippines). James Tenaglia (Colombia) is assigned to El Salvador by the Agency for International Development, carrying out duties for the International Peace Corps Secretariat.

Employed by the Peace Corps in Washington are: Program Development and Operations, Gerald Faust (Tanganyika), Albert Lewis (Colombia), Ralph Reynolds (Thailand), and James Rusk (Sierra Leone); Planning and Evaluation, Maureen Carroll (Philippines) and Robert McGuire (East Pakistan); Public Information, James Sheahan (Sierra Leone); Recruiting, Roger Landrum (Nigeria), Georgianna Shine (Ghana), Tom Williams (Ethiopia); Training, Janet Boegli (Chile); Volunteer Support, Carl Ehmann and Michael Woldenberg (Sierra Leone), Stephen Murray (Colombia), Eugene Schreiber (Tanganyika), Ralph Thomas and Deane Wylie (Philippines).

Assigned to the International Peace Corps Secretariat in Washington is Edgar Chalker (Colombia).

VITA and DATA Ready to Help Out On Volunteers' Technical Problems

Two American organizations devoted to giving free technical assistance in raising standards of living in other nations are continuing to offer help to Volunteers beset by problems outside their experience.

Volunteers for International Technical Assistance (VITA) and Development and Technical Assistance (DATA) are helping to solve matters ranging from the manufacture of clothing in Nepal to the digging of latrines in Morocco.

Both VITA and DATA are voluntary, nonprofit organizations of scientists and engineers dedicated to assisting persons who are helping to raise living standards in other lands.

Peace Corps Volunteers and others abroad who are confronted with technical problems are invited to write to either organization for assistance. The nature of the problem, social and economic factors involved, materials or resources available, and level of skill available, should be made clear in requests for advice.

The Institute of Food Technologists, one organization assisting VITA, recently offered these guidelines for Volunteers requesting assistance:

"Ask yourself what the *need* is. When you write, be as specific as possible in discussing sizes, weights, distances, capacities, and be sure to include your own ideas or possible solutions. The more information you include in your first letter, the better and quicker help can come."

VITA's address is 1206 State St., Schenectady 4, N.Y. DATA is at 437 California Ave., Palo Alto, Cal.

The Product

Seven schools have been built; the goal is 30. Three teams of 10 Volunteers give on-the-job training to Gabonese men in construction, a joint project of Peace Corps, U.S. AID program, and Gabon. Literacy rate there is 80 per cent; Gabon hopes new schools will make it 100.

'Vacation' Is Teachers' Plight

Ginna Frank is the wife of Murray Frank, Peace Corps Associate Representative, for the Western Region of Nigeria, with headquarters in Ibadan. She graduated from Smith. She has worked as an assistant to her husband on Volunteer matters, and in addition runs the hostel for Volunteers stopping in Ibadan.

By Ginna Frank

According to the Peace Corps Handbook, the Volunteer gets 20 or 30 days a year of leave and is expected to spend the rest of his time in constructive work. For the Peace Corps teacher in West Africa the proper use of school's-out free time has presented some problems, for school vacations range up to three months—nearly four in the universities.

Aside from the traditional debate over whether teachers really work harder than other people do and therefore deserve more time off for creative thinking, there has been over the past two years a continuing discussion over whether the Peace Corps has any right to impose what sometimes turns out to be "make work" projects on Volunteers.

There is no doubt that when the free-time policy was first enforced, both Volunteers and staff were unprepared to make the best possible use of school vacations. The ground rules for defining a legitimate project were vague; some Volunteers took advantage of this situation, and others were taken advantage of.

By now, however, the uses of vacation time have blossomed in many interesting directions, and it seems fair to say that a good project competes with a vacation trip in attraction. Besides, Volunteers are learning to use projects as ways to see other parts of the host country, to acquire experience with other cultural groups or kinds of jobs, and thus to put an individual assignment into better perspective.

In Western Nigeria, secondary schools went on vacation for seven weeks in August and September, 1963; the 80-odd Volunteers liberated then soon embarked on a variety of projects, or combinations of projects and vacations, that would scarcely have been possible a year ago.

Projects involving groups of Volunteers have been difficult to initiate, partly because Volunteers are not necessarily eager to congregate, and partly because planning and organization can be too difficult. One joint effort this year, however, produced a highly successful day camp. Eight Volunteers recruited three Nigerians to help out as staff, and together they ran a three-week camp for 65 fifth-grade children at a borrowed school.

They enlisted a local women's organization as co-sponsor, and organized an advisory committee of neighbors, parents, and community leaders. Agencies of the regional government responded quickly to requests for help. The Ministry of Agriculture provided free eggs for a morning meal; the Ministry of Health did medical check-ups and provided lecturers in health education.

In spite of almost continual rain, the worst floods in years, and a four-day suspension of the city's water supply, the Volunteers produced a wide range of camp activities (sports, games, crafts, swimming, local trips, singing and acting) and a few unique events such as a soap-box derby with racers made by the campers themselves.

The Ministry of Community Development was so interested in the camp—and the radio and TV publicity so widespread—that one or two of the more dedicated Volunteers wrote a manual about it. (This manual is, incidentally, available to any other Volunteers who want it.)

Another area of group interest has been language classes. Yoruba is a tonal language that is exceedingly difficult for the average Westerner. Since English is the language of instruction and is the official language of the country, the vernacular has never been vital to the Volunteers' work.

But many Volunteers here have discovered—as have Volunteers elsewhere—that a working knowledge of the local tongue is valuable. In the classroom, knowing Yoruba can help the Volunteers teaching English and, more important, it can help to establish a sound relationship with students and colleagues.

During this vacation two different kinds of language courses were held for three weeks. One was a "bush" course, at a borrowed school in a small town, where the Volunteers handled their own living arrangements. They spent long mornings in language classes and discussions of Yoruba culture, followed by conversation practice with Yoruba speakers. In afternoon forays into the streets and markets, they met a wide variety of people, practiced speaking, and learned a great deal.

The second course was held in the more refined environment of the University of Ibadan. The classes and discussions were as rigorous as those at the "bush" course, but the students had more free time in the afternoons and evenings for urban diversions.

The university course was one of a number of efforts to give Volunteers stationed in provincial schools a chance to take advantage of the social and cultural opportunities in the regional capital. Ibadan is a large and lively city, the seat of two universities, and an intellectual center of West Africa. An interested foreigner can partake of the life of the regional government and its civil servants, the business community, and the fairly international intellectual circles here. A Volunteer stationed 300 miles away may have little opportunity for meeting such people or discovering this cosmopolitan side of Nigerian life.

One of the main efforts of projects, therefore, was to give Volunteers a chance to penetrate this world. Volunteers have typed research papers for university lecturers, catalogued the library of the local artists' and writers' club, proofread copy for a literary magazine edited here, used the fine collection of the university library for their own research projects, and worked at the university hospital.

Similar motives stimulated some Western Region Volunteers to look for jobs in other regions: they felt that even more teaching—if it was in a different spot—could be a relaxing change. Some Volunteers went to the Northern Region, where schools operate on a different schedule, to fill in as teachers until a new group of Volunteers arrived in September.

Some went to the Eastern Region to expand the curriculum and to design

YORUBA DANCE GAME occupies children and Volunteers Tim Burr (center) of Fairfield, Conn., and Dorothy Hassfeld of Poland, O. At left, leading game, is Mr. Oriola of the Western Nigerian Ministry of Planning and Community Development, one of specialists who helped at Camp Ore-mi, run by Volunteers.

workshops at a technical school. Some went to the far North to work on an irrigation survey sponsored by the United Nations Food & Agriculture Organization, thus exchanging the classroom for the outdoor life for a few weeks. Some went to Lagos to work on a school-building project and at the same time enjoy a change of pace in the federal capital. These contacts that Volunteers made with people from different tribal and religious groups, in a different set ting and climate, were some of the most successful of all summer projects.

Projects undertaken by individuals covered a wide range. Some grew directly out of school experience, such as the Volunteer assigned to a teacher-training college in the West who wrote a history text for use by her students; a Volunteer in the North, too, wrote a textbook for a teacher-training college. Others rewrote school-syllabus material, organized school or town libraries, developed laboratories and science-teaching equipment, or did the homework requisite to teaching of a second subject.

Others found an opportunity to undertake a substantial research or technical project appropriate to their own skills and interests. One Volunteer joined a scientific survey in a remote area to study river blindness; he was able during a stay of a few weeks to make an original contribution in entomological research. A Volunteer in the North, whose interests are anthropological, is working on the first written vocabulary and grammar of a small tribal language of his area. Still another joined a university expedition of the Institute of African Studies doing research in Nigerian history. They travelled widely throughout the Northern Region, and collected unpublished documents in Arabic, oral and legendary historical material, and photo-

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YORUBA LANGUAGE was studied by Volunteers during vacation to increase their facility. Here at Iseyin, Western Nigeria, Jeff Fischer (center) of Elkins Park, Pa., and Kitsie Ewer, of West Boylston, Mass., work with their teacher.

GETTING THE FLAG, winner in soap-box derby is signalled by Volunteer Timm Burr. In background with megaphone is Bruce Connell of Dalton, Mass., the announcer. The boys built their own racers in craft classes at Camp Ore-mi *(friendship* in Yoruba), which ran during vacation.

PHYSICAL EXAMINATIONS of campers was a joint effort of Peace Corps and Ibadan public-health nurses. Here Dr. Lyle Conrad examines a boy while nurses record health histories. Volunteer Tim Burr and Dorothy Granger (Whitmore Lake, Mich.) assisted.

HANDICRAFTS was one of activities Volunteers offered at Camp Ore-mi, sponsored by National Council of Nigerian Women. Here Gloria Rabatin (Kent, O.) helps girls paint clay figures.

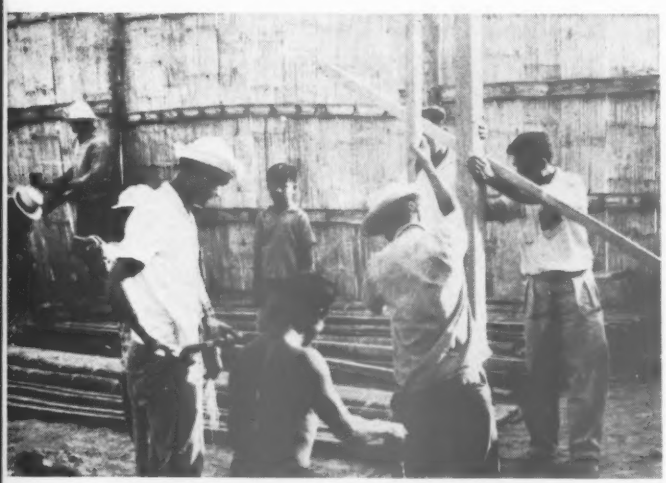
A Tour at Tarqui

On a barren, rainless promontory on Ecuador's coast, some 160 miles from Quito, is the fishing town of Manta—a collection of weathered brown houses and cane shacks set on an arid, dusty plain fringed by kapok trees. A scant degree south of the equator, Manta has an oppressive climate. It is endured by thousands of fishing families who extract a marginal existence from the sea and who reside there in some of the continent's most squalid slums. To this unpromising setting in August, 1962, went three Peace Corps Volunteers, members of the first community-development project in Ecuador. The essence of their work—infusing the idea of self motivation into a setting of centuries-old lassitude, encouraging individual initiative in the face of what often seem insurmountable odds—is beyond the scope of the camera; the static scenes presented here offer a suggestion of what Volunteers like Earle and Rhoda Brooks and Robert Flint are doing, in places such as Manta, in Peace Corps projects labelled community development.

Manta fishermen live in the **BARRIO OF TARQUI,** a jumble of small cane houses on the beach of Bay of Manta; here also live the Volunteers.

At the *Casa del Obrero*—**WORKERS' HOUSE**—Earle Brooks teaches classes in carpentry. Students earn as they learn; products sell well.

Rhoda supervised a **COOKING DEMONSTRATION,** part of her teaching curriculum including health, first aid, nutrition, child and home care.



With help of fathers **ERECTING A KITCHEN,** another work project took place at school; pupils now have hot lunches from CARE-supplied food.

Flint and Brooks worked on old canoe as **YOUNG FRIENDS WATCHED.** Fishermen helped make sail, taught Volunteers to handle tricky craft.

The Brookses, from Minneapolis, made **LIVING QUARTERS** from an old store. Rhoda, in cleaning up, discovered pelt and other souvenirs.

In time, the former store made a **COMFORTABLE HOME,** with improvised furnishings. Flint, of Van Nuys, Cal., found cane house nearby.

Flint and Brooks organized a **CO-OPERATIVE WORK PROJECT** to put garbage cans along Tarqui's streets. Cans reduced street rubbish.

Tarqui women practice **FIRST-AID METHODS** in Rhoda's class; reserved at first, townspeople soon warmed to strange gringos in their midst.

Each day, fishermen roll canoes to water **PUTTING TO SEA** for harvest of corvina, sierra, marlin, and tuna; a good day earns a man a dollar.

Marco is the Brookses' **NEIGHBOR AND "COMPADRE"**—Rhoda and Earle are godparents to his daughter Gladysita and to another child.

PLANTING FLOWERS with boys of Chestervale Youth Camp is Volunteer Dan Harris (left) of Montawan, N.J., assigned to agricultural work in the Blue Mountains.

MAKING DOLLS from straw is project of girls' class at Port Antonio Senior School, as Volunteer Carol Schnebel instructs.

Jamaica: 'No Place Like Home!'

Carol Schnebel, working in the island country of Jamaica, finds not too much in common with her former island life in Manhattan. Before joining the Peace Corps, she worked in industrial design, a field in which she took a degree from Pratt Institute in 1959.

By Carol Schnebel

When I was invited to join the Jamaica Project of the Peace Corps, my first reaction was to wonder why the "Tourist Paradise" of the Caribbean needed us. By the time I was halfway through the training period, I had a good idea; and now, after a year and a half of living here, I find it hard to look at a tourist because I know that he never gets to see the real face of Jamaica.

Jamaica is one of the most beautiful places on earth. Though only 150 miles long and 45 wide, it has a broad range of geographical features, from 7500-foot Blue Mountain Peak in the east, covered in part with rain forests, to dry cactus-studded desert in the south, and rolling savannah, swampland, and craggy mountain ranges in between. Jamaica's population is 1,700,000, with Kingston, the capital, claiming almost 700,000, including most of our 75 Volunteers.

The city is in itself a problem, for life in Kingston is pretty civilized, nothing like most Volunteers' preconceived notions of "roughing it" in the Peace Corps. But many Volunteers are stationed in bush villages, far from other Volunteers and "civilization."

Travel is difficult even though the country is small, and many Volunteers go for months without seeing any others.

And the roads! Lloyd Cornelius (Baton Rouge, La.), who stutters a little bit, on his first and last trip up into the Blue Mountains, said after 10 minutes on the unbelievable road, "All I w-want from y-y-you is one s-s-s-safe trip u-up, and a s-s-safe trip d-down, and . . . and I-I'll n-never bother y-you again!"

Even travelling by train can be agonizing; it has taken me as long as 8½ hours to ride from Kingston to Port Antonio, a roundabout matter of some 70 miles.

My group arrived in June, 1962, right at the end of the school year, and we teachers found stop-gap work for the summer holidays. This period gave us a chance to adjust to the heat (near 90 much of the year), the money (pounds, shillings, and pence), and the strange and spicy West Indian foods, like akee and salt fish, curried goat, jerked pork, bammee, plantain, and run-down (salted mackerel cooked in coconut oil, with lots of pepper).

We took a while growing used to the leisurely pace of living, for in Jamaica, as in the rest of the Caribbean, everything is "soon come." No need to worry about being late for the theatre here; the show is always late, too.

My first assignment was in the lovely but poor town of Port Antonio. Despite its importance as a banana port, it is one of the most depressed areas of the island. Banana-loading was mechanized last year. Unemployment is high, and except for a small copra factory, there is no industry in town. Many tourists used to visit Port Antonio, but no longer.

Port Antonio has more rain each year (200 to 300 inches) than anywhere else here, but its inhabitants are on water rationing for a third of most years because the town lacks storage.

During the rains, there were times when the livid green mold on my shoes and the perpetual dampness of my towels made me despair of having anything fresh and dry again.

I was assigned to the Senior School in town as arts and crafts teacher for 900 children, aged 11-15. The school is three years old. It was built for 650 students. It already holds more than a thousand, and the staff of the school has not grown proportionately. The classes have from 45 to 60 students. (School is not compulsory in Jamaica, and there are thousands of children who never attend.)

My job was to start an elementary crafts program and to establish a crafts center at the school.

Materials and equipment were scarce, but the program developed into what the Ministry of Education now fondly calls "junk crafts." Using natural materials where possible, the children concocted mosaics out of sea shells, postage stamps, and paper and magazine pictures; beads out of magazine pictures and leather scraps and seeds; dolls, mats, and baskets out of native straws, and palm and banana leaves; coin banks and musical instruments out of coconuts; and papier-mâché puppets from old newspapers. Before long, our crafts room was the most colorful spot in town.

The children had never done crafts work before, and these exercises taught them to use their ingenuity and imagination in adapting raw materials to their own designs; to use and care for some common tools; and most important, to work with their hands.

Jamaicans put emphasis on white-collar jobs. The result is far too few competent mechanics, plumbers, electricians, and carpenters on the island.

At that time, too, I taught English at the Port Antonio Technical Institute

FUNCTIONS OF PISTON are explained in mechanics class taught by John Harvey (Indianapolis) at institute in Port Antonio.

TAILORING STUDENTS of Elsie Tanaka of Papaaloa, Hawaii, produce clothing for entire Chestervale Youth Camp. At first Elsie had sewing machines but no power.

to 60 boys, 15-19 years old, and swimming on Saturday mornings at the hotel pool. Generally Jamaicans, despite their country's many rivers and beautiful, palm-lined beaches, can't swim.

"Know-how" is a key to the accomplishments of the Volunteers, whether working in their own or alien fields. Ben Sharman (San Diego, Cal.), who teaches machine shop at Kingston Technical High School, also coaches a winning girls' softball team, and he and Herb Case (Torrance, Cal.) spent last Christmas giving a party for hundreds of children in the village of Walderston, in the center of the island.

Faye Quanbeck (Rosemount, Minn.), a librarian at the Jamaica Library Service during regular hours, also plays flute with the Jamaica Symphony Orchestra. A recent performance of the *St. Matthew Passion* by this group of amateur musicians received fine reviews.

This same know-how has produced funny situations, as when Dan Harris (Matawan, N.J.), an agricultural worker, refused to come out of the Blue Mountains into town for weeks because he had no one to take care of his pigs.

We suffered from "know-not," too. In the first weeks, we would hear, when asking directions, that the place we sought was "just a few chains" down the road. Now we know that a chain (surveyor's) is 22 yards, the distance between the two wickets on a cricket pitch.

Fridays, being market days, are bad for attendance at school, and provide opportunity for the 101 things which are extras on a teacher's schedule: preparing talks for the P.T.A., organizing free film shows for the children (with the co-operation of the U.S. Information Service in Kingston), or designing sets and costumes for the Christmas operetta.

As I became more and more a part of my community, every move I made became community property and I began to miss my private, Manhattan existence. But it was fun to know that if I went to bed early one night, the neighbors would come by the next day, worried that I was ill.

I am now back in the "big city," Kingston. My new job is with the newly-formed Crafts Development Agency. I am helping to revitalize Jamaican crafts, to design new items for those crafts in which Jamaicans have excelled for years (straw work and embroidery) and, on the other hand, to develop new areas of handicrafts, using local materials in new ways.

Also, I help to train the teachers who will soon instruct the handicapped and "the chronically unemployable" when the 100 new craft centers now in the planning stages start operating in rural and urban areas of Jamaica.

Not all our jobs have gone so smoothly as mine. There are many problems in working in Jamaica.

First, we are probably the Peace Corps' most diversified group in skills. We have teachers in science, art, crafts, vocational education (electricity, plumbing, carpentry, mechanics, business education), home economics, and machine shop, and librarians, agricultural and 4-H workers, nurses, and a visual-aids man. Furthermore, a second group of Volunteers, who arrived in August, work in community development and in recreation. This variety makes running a co-ordinated program difficult.

Second, the attitude of "soon come" means that the results of our work are slow in coming; some of us will see none when our two years are up.

Some Volunteers have not found co-workers to carry on the work they have started. Some jobs were hampered by lack of transportation, and lack of equipment was a problem in the early days of the project. Sewing machines provided for Elsie Tanaka (Papaaloa, Hawaii) by the Peace Corps would not run without electricity, and couldn't be used without light to see by.

Nothing even vaguely resembling welding equipment was provided for Joe Murphy (Buffalo, N.Y.), whose main purpose in Jamaica was to teach welding; he started literacy classes instead.

Most of the Volunteers adapted to these snags. Some even discovered skills that Peace Corps did not know they possessed. You should see John Harvey, an auto mechanic from Indianapolis, fixing his landlady's antiquated plumbing. And Nurse Virginia Smith (Menlo Park, Cal.) shows an admirable skill for wrestling, as she throws a half nelson around a struggling 12-year-old boy in preparation for giving him a TB test. Nurse Smith is 57.

The time of us early Volunteers on this island is almost up. When we leave, we will have seen more of Jamaica than most Jamaicans have, and our new friends will be scattered from one end of the island to the other. Most of us will be fluent in "Jamaica Talk," and all of us will have eaten foods found nowhere else.

We will have witnessed the independence of this country after 300 years of British rule, and we will have witnessed at first hand the results of those 300 years.

I will have lived on a small island whose way of life couldn't be any more different from my island of Manhattan than it is. There is no "A" train and no all-night delicatessen. Everyone knows my business better than I do, and prides himself on it.

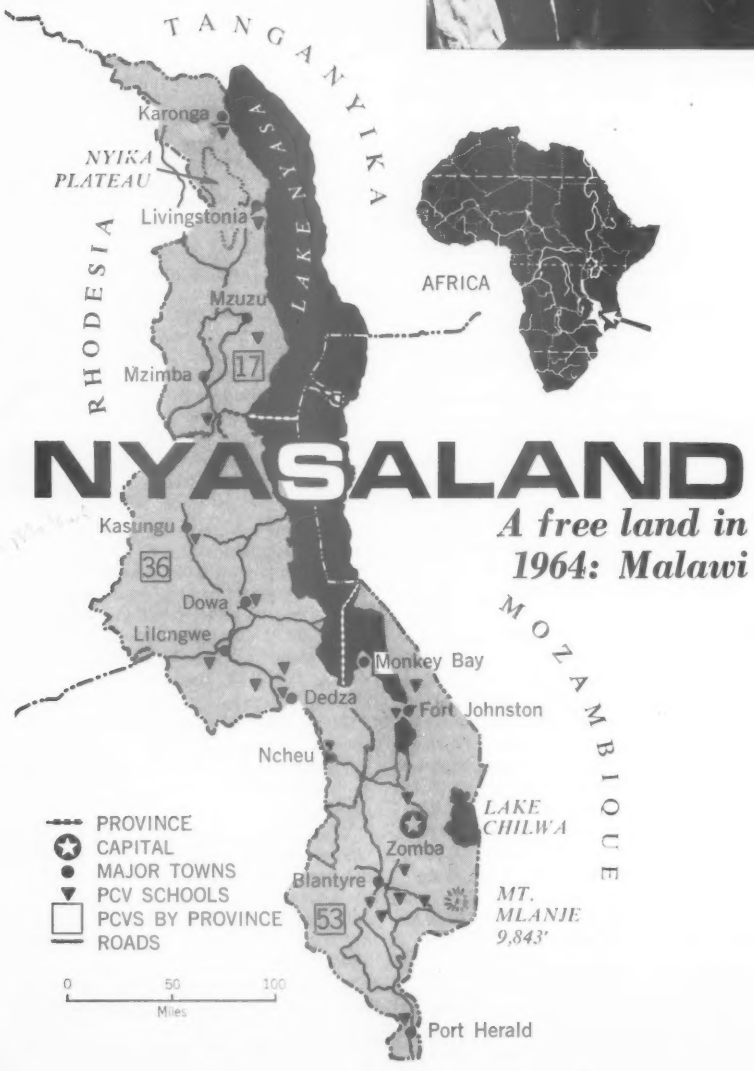
As the posters of the Jamaican Tourist Board say: "Come to Jamaica—It's no place like home!"

They're right, and I like it.

SAMPLING THE PORRIDGE is Volunteer Beth Evans (Wells River, Vt.), who teaches at Lilongwe Girls Secondary School; she was foreman of orphanage construction in summer.

VISITING THE PEOPLE of Mpondas village, at southern end of Lake Nyasa, is Tom Zacharias (Dunkirk, N.Y.), assigned to St. Michael's College at Malindi, on lake's east shore.

PEACE CORPS PHYSICIAN is Dr. Thomas Davis, of Detroit, who tends patients at Nguludi Hospital in southern Nyasaland in addition to watching over health of project Volunteers.



NYASALAND

A free land in 1964: Malawi

As is the case in many of Africa's new countries, the Peace Corps is in Nyasaland on an education mission. Most of the 43 Volunteers are teachers—in fact, some serve as teachers of teachers—but, with the exception of four Volunteer lawyers in the project, Nyasaland's purpose in inviting the Volunteers was simple: to allow more young people to attend school.

Nyasaland is now in the process of attaining its independence after being a British protectorate for 60 years and under British influence for a century—ever since 1859 when the explorer-missionary David Livingstone stopped at Lake Nyasa. In 1887 mineral rights in the neighboring lands to the West were granted to Cecil Rhodes, British financier and empire-builder. What Nyasaland lacked in mineral resources it made up in manpower, furnishing the Rhodesias with labor to mine the minerals.

In 1953, the British, hoping to unite three weak states into one strong one, joined Southern Rhodesia, Northern Rhodesia, and Nyasaland into a federation. Many Africans foresaw that such a federation would be dominated by the whites of Southern Rhodesia; Nyasaland has for years sought to quit the federation.

On Dec. 31 the federation dissolves, and on July 6, 1964, Nyasaland achieves independence. It will take a new name: Malawi.

Most of Nyasaland consists of a well-watered mountain chain forming the west wall of the Great Rift Valley, which cuts through East Africa from the Red Sea to Mozambique. For 360 miles of Nyasaland's 520-mile length, the Rift itself lies beneath the waters of Lake Nyasa. The lake supports a fishing industry

which is one of the bright spots in the country's economy. Furthermore, the lake is almost entirely free of bilharzia (the fluke which carries schistosomiasis) and thus constitutes a major recreation area for Central Africa.

Agriculture is the principal activity, much of it at subsistence level. Tobacco, tea, and tung have emerged over the years as cash crops, but Nyasaland's major export continues to be manpower: although the Rhodesias are more than nine times the area of Nyasaland, Nyasaland's population of about 2½ million is bigger than the population of either Northern or Southern Rhodesia. Nyasaland, including Lake Nyasa, has about the same area as New York State. Most of the country lies above 3000 feet and enjoys a mild, semitropical climate. In the two months immediately before the summer rains, the temperature may reach 90, but the remainder of the year is very comfortable. Frost coats the highlands on winter nights.

The Peace Corps project in Nyasaland dates from the request made in 1962 to President Kennedy by Nyasaland's leading political figure, Prime Minister Kamuzu Banda. He saw that his country's progress in almost all fields depended on breaking the bottleneck in secondary education by taking more young people into schools. The Peace Corps was asked to supply teachers.

The first wave of 42 Volunteers arrived last January. Thirty-seven were assigned to secondary schools and to teacher-training colleges. Four Volunteers led a nomadic existence in tents for a year, travelling about the Central Province working with teachers in primary schools to improve the level of English-language instruction.

One Volunteer lawyer was assigned to the School of Public Administration, where he trained magistrates for local courts. Just last September, three additional lawyers arrived to assist in the instruction of court presidents and in the recording and revising of laws.

Most of the Volunteer teachers work at boarding schools. The opportunities they have for contact with students outside class are unlimited; in addition to their teaching loads, the Volunteers carry a busy schedule of extracurricular activities. Village projects have had to await school-vacation times when the Volunteers are free. An exception has been the Volunteers' work in adult-education courses which are now spreading through the country. School-vacation projects have seen Volunteers constructing an orphanage, assisting in community self-help schemes, working in rural dispensaries, building teaching aids, and constructing athletic fields.

During their own vacations in August, the Volunteers spread out from Nairobi to Cape Town, using every kind of transport imaginable for trips within Nyasaland and over most of East and South Africa. This activity, too, has given them a new perspective for their jobs.

The schools in which Volunteers are now teaching vary widely in environment and facilities. Besides the modern government schools, there are missionary (supported by the government) schools in operation since the days when Nyasaland was still being ravaged by the slave trade. Some Volunteers are stationed along the warm shores of the lake at 1500 feet of altitude while others live on the slopes of the 8000-foot Nyika Plateau. A few Volunteers dwell under thatched roofs, but most are in modern faculty houses.

The people of Nyasaland warmly greeted the Volunteers on their arrival and, joined by newspapers and government officials, have continued to express their appreciation during the year.

In May, Prime Minister Banda again wrote to President Kennedy: "I should like you, personally, to know how very greatly I and my people appreciate the fine work which is being carried out by your Peace Corps Volunteers in Nyasaland. * * * Their performance as teachers has earned high regard. They have made it their business to get amongst my people, to get to know them and, in so doing, to get—I think—to like them. * * *

"These young men and women are true ambassadors—with their youth and vigour, their friendliness and kindness, their sense of mission, their conception of service to the community, their dedication to the work in hand, their feeling for justice and their tolerance—they embody characteristics to which your nation, Mr. President, owes much of its greatness."

In conclusion, Prime Minister Banda confessed to having one other motive in writing his letter: "It is to express the hope that you and your government will be able to provide me with the services of more Volunteers * * *."

Some 60 new Volunteers are to arrive in January, 1964. Almost four dozen of them will go to secondary schools, and the rest will be divided among teacher-training colleges, junior colleges, and commercial, technical, and agricultural schools. At that point, Volunteers will be teaching in 30 of the 39 government-supported schools and colleges.

TEACHING AFRICAN HISTORY class at Mzuzu Secondary School is Volunteer Morton Orenstein (University City, Mo.); his wife, Grace (Columbus, O.), teaches art at same school, in the north.

DOING THEIR LESSONS are primary-school children in classroom at Mpondas, where Tom Zacharias works with teacher-training students; he lives in one-room hut when making visits.

Old to New: A Slow Pace

James Bain is from Jacksonville, Fla. He graduated from the University of Florida in 1962 with a B.A. in political science. Randall Clare, of Redding, Cal., received a B.A. in sociology last year from Colgate.

By Jim Bain and Randy Clare

Most of the satisfaction we glean from Peace Corps service comes from the contributions we make to the education of our students. We are aided by our students' eager desire for education: they combine a zeal for learning with a willingness to work hard. These two factors make teaching in Nyasaland much less a battle of wits between teacher and students than it tends to be in the United States.

Students do, nevertheless, face formidable obstacles. Chief among these are the problems of language and background. All instruction in secondary schools is given in English, a language which is hard going for most of the students.

The teacher must take care to speak slowly and clearly and to confine his vocabulary to those 2000-or-so words which the students understand. Nearly all nonliteral expressions (i.e., idioms, colloquialisms) receive only that look of curious noncomprehension which is as much a standard item in the student's classroom kit as are his pen, ink, and exercise books. To cope with the language, we teachers find ourselves constantly repeating and reviewing the points that we want our students to learn.

Rote memorization is a holdover from the British school system and is faced by Volunteer teachers in several countries where education is severely examination-oriented.

The industrious teacher writes out in complete statements on the blackboard each bit of information he wants learned. The students dutifully copy everything into their exercise books. As examination time approaches, the painstaking job of committing to memory every bit of copied material assumes top priority on the students' schedule.

Having to depend so heavily on the blackboard as an instructional tool cuts deeply into the teaching schedule. Jerry Dowsky (Cupertino, Cal.), who divides his teaching time between history and geography, finds his courses especially adaptable to the blackboard method. In a normal class day, Jerry will use up about eight pieces of chalk. At the end of the day, he has little to show for his teaching efforts besides writer's cramp. Like the rest of us, Jerry has had to substitute the slow, repetitive teaching of a little material for a more cursory treatment of a wider selection of material. The latter approach would, of course, make teaching far more stimulating than we are now finding it, but we are committed to the one method which can get examination results in the schools of Nyasaland.

It is not only the language problem that gives teaching in these schools its glacial character. Most of our students have lived all their lives in small towns or villages. It is difficult for Americans who have seen the big cities of today to put themselves into the places of students who have not.

Randy Clare had this fact brought home to him last term when he instructed a second-year English class to write an essay in which the students were to describe a city of their choice as they imagined it to be. In the essays that followed, Cairo was portrayed by one lad as little more than a blown-up version of the typical African market place.

Chicago Farmers Mechanized

Chicago was similarly depicted by another student, who suggested that the chief difference between African farmers and the farmers who constitute most of Chicago's population lies in the fact that the latter enjoy a greater degree of mechanization on their farms.

At the other extreme, a number of boys surmised that New York must indeed be a "heaven on earth" where everyone is rich and happy. One of the brightest boys in the class told what he would do if he ever had the good fortune to live in New York. He would try to find a well-paying job that would enable him to own a skyscraper, just as does everyone else in New York.

The natural tendency of students any place in the world to relate whatever they read or hear to their own limited stock of experiences can undermine a teacher's efforts to introduce new ideas. The teaching of science in schools here is almost wholly a matter of trying to put across new ideas about the natural world. Vern Roningen (Neilsville, Minn.) is convinced, however, that his role as purveyor of sophistication and enlightenment on matters relating to science is compromised by a tendency of many students to regard science as "modern magic."

Had Randy Clare been more aware of the slow pace at which old patterns of thought give way to new, he could have spared himself an embarrassing moment last term. After having defined *superstition* to a class as a *false belief*, he gave as an example the belief (held, he thought, only by uneducated people) in the efficacy of magic.

After reminding the class that some persons believe that magic can be used to inflict harm on one's enemies, he put this question to his students: "Is it actually possible to make a person suffer by putting a magic spell on him?" The answer was an emphatic chorus of "Yes, sir." Since then, Randy has had a new understanding of his teaching problems.

Axial Explanation Goes Tilt

A corollary to the practice of relating everything to one's own environment is the disinclination to accept those things which deny one's own experience. Jim Bain ran into a difficulty of this sort early in the year. Jim was explaining to a class the axial tilt of the earth and its effects on the climates of various geographical regions. Using diagrams and a globe, he showed how the tilt determined the seasons in the northern hemisphere.

He demonstrated why seasonal differences become more marked as one approaches the poles. Finally he clinched his argument by illustrating the polar phenomenon of six months of continuous daylight followed by an equal period of darkness.

This was a lot to swallow for boys who had grown up where there is a negligible variation in the length of day and night from one season to the next. Accordingly, one brave little fellow came to Jim after class and said straightforwardly: "Actually, sir, I don't believe that."

The narrowness of the students' backgrounds places difficult burdens on the teacher. The need to couch all descriptions, illustrations, and examples in terms that will evoke recognition from the students challenges the teacher's resourcefulness.

There is a related need to help the students to increase their knowledge of simple ideas and things in order that they may gradually come to understand more complex ideas and things. This is a laborious process. It means that in each class day the teacher must answer dozens of questions which most European or American students would never have to ask. (It follows, too, that a Nyasa teacher in the U.S. would have to answer a lot of questions that most Nyasa students would never have to ask.)

We don't mind doing it, of course, because it's the very sort of thing we came to do. Just the same, it's another factor operating to make teaching slower and less relevant than we would like it to be.

Science on March in Bush

"I've always been a tinkerer and junk collector, so my situation here fits perfectly. The students think I'm a little crazy for collecting bits and pieces, but they begin to understand when they find that what was a broken record one day becomes a spectroscope the next, and a packing crate becomes a theodolite."

Thus Volunteer John Case describes life at the Chaminade Secondary School, five miles out in the bush from Karonga, in the extreme north, three days' hard driving from Blantyre.

John is from El Monte, Cal., and has a B.A. in physics from Whittier College. He also studied physics at the University of Arizona and at the University of Ghana.

"One of the first things we did here was to start a collection of plants and animals to represent the major phyla. I asked the students, workers, and local villagers to bring in snakes and bugs and so on.

"I'm afraid things got out of hand. The students started bringing in snakes and putting them in cans I had lying around. The only trouble is they would sometimes forget to tell me and I would open a can for something only to find a six-inch centipede or a scorpion in it.

"Another time I walked into the lab and found a six-foot cobra coiled up on the floor. We have plenty of them around, and to the delight of the students I didn't know this one was dead."

Despite its remote location, Karonga boasts a variety of communications. A steamer calls once every two weeks, mail is flown in twice a week by small plane. The road is passable easily in the dry season.

"During the rainy season," John writes, "the landing strip may be under water, the road out, or the telegraph line down, but not all three at once."

For several weeks after he arrived, John's letters invariably mentioned the quantities of cow dung he was hauling in by trailer. The mountains of manure were being used in the construction of a botanical garden.

"We cleared off a plot of ground out in the bush," John said, "and we'll plant representative types of plants to show the different forms of seed dispersal, roots, stems, leaves, and flowers.

"The part the students really don't understand is the bush section of the garden, where we've cleared paths and labelled the trees and shrubs with their botanical and vernacular names. Although they've lived among these plants all their lives, the students now go out and study them."

The main challenge to Case is the effective demonstration of scientific experiments using practically no equipment. (About $50 worth is spread among physics, biology, and chemistry classes.)

"We started a science club where we make out of tin cans and cardboard things that they can take home," Case says. "So far we've made things like color-wheel tops, pinhole cameras, and a rotating disc with pictures on both sides to show vision persistence.

"I must admit I sometimes worry about being in the position of a father at Christmas, running his son's electric train. We all have great fun, though, and I think we are learning something. I know I am."

MEASURED LOOKS are given by science students at Karonga Secondary School to device held by Volunteer John Case (El Monte, Cal.), who has also started zoo and botanical-garden projects.

The Price of Education

Most Volunteers in Nyasaland are teaching at boarding schools, but Stephen and Iris Nagler (Flushing, N.Y.), David and Virginia Koehler (Madison, Wis.), and Marie Sauer (Bloomfield, N.J.) teach in a day school called the Henry Henderson Institute. Stephen Nagler has a B.S. in meteorology from City College of New York and an LL.B. from New York University Law School.

By Steve Nagler

Booker T. Washington, describing in his book *Up From Slavery* his difficulties in getting an education, said that he had to walk many miles to school each day and that he didn't own a pair of shoes until he was eight.

Students in Volunteer Virginia Koehler's Form I literature class at Henry Henderson Institute in Blantyre aren't much impressed with Washington's stories of his hardship. Many of them are 16 and 17 and still have never owned a pair of shoes. Some of them walk a total of 24 miles to and from school every day.

Putting aside the question of whether it's tougher to go without shoes in Nyasaland than in a cold American winter, the fact remains that many day-school students in Nyasaland suffer considerable hardship to get an education.

Every other school at which Volunteers work is a boarding school, where students live, eat, and go to class. At Henry Henderson Institute, however, once the school day ends at 3:30, the students are on their own. The students come from many different parts of the country. Of the students from far off, some get lodging near Henry Henderson Institute in the homes of relatives or friends; but others live by themselves in quarters which they themselves must maintain.

They must also provide for their own meals and their own clothing. Even students who reside with families often lead an exhausting life since they are obliged to perform a good share of the daily chores. And then there are the students who must walk great distances to school.

The circumstances of our school are further complicated by its proximity to Blantyre, the largest town in the country. Many students argue that town life tends to corrupt a person and erode traditional moral patterns. Certainly the town provides activities and amusements to distract students from their studies. But it also provides advantages in the form of libraries, a museum, and industrial plants eager to acquaint student visitors with modern techniques and machinery. These advantages, though modest, far surpass those available to students in outlying schools.

This past year, our students have visited a cement plant, a meat-packing plant, a cigarette factory, and the local weather station. Each trip has been related to the subject matter of the geography syllabus; the British Council Library has been particularly useful as a source of helpful films and books.

The scarcity of textbooks and the desire to dramatize subject matter has led teachers to the wide use of improvised teaching aides. In teaching geometry, Dave Koehler uses bricks, soccer balls, and anything else relevant. Marie Sauer and Iris Nagler create innumerable charts, diagrams, and tables to help in science teaching. Pieces of wood, metal, and cardboard of assorted shapes and sizes are turned into optical benches, spring balances, pinhole cameras, and other pieces of scientific apparatus by our headmaster, E. D. Kadzombe.

The travelling requirements and home responsibilities of our students place time limitations on extracurricular activities of Henry Henderson Institute. Only an hour each afternoon is devoted to extracurricular projects. Monday afternoons are devoted to club meetings, with Volunteers serving as club advisers. Tuesdays and Thursdays are for sports. Wednesdays are for debates or current events discussions, and Friday is devoted to "station upkeep," a euphemism for maintenance of the school grounds.

Dave Koehler's debating club plans and supervises the Wednesday debates participated in by almost the entire school. Topics range from the benefits of town life vs. village life to the wisdom of letting women enter politics.

Virginia Koehler is behind a literary magazine which publishes the works of student authors. I have been helping the International Club, which has acquired pen pals from Ghana, Nigeria, the United States, England, Taiwan, New Zealand, and Israel and is seeking contacts in 20 other countries.

Since the Volunteers came to Henry Henderson Institute, three new sports have been offered. Volleyball, taught by Marie Sauer, Virginia Koehler, and Iris Nagler, soon surpassed netball, the old favorite, in popularity among the girls. Softball, supervised by Dave Koehler, has begun to rival soccer as the favorite school sport. I teach touch football using a deflated soccer ball.

And then every afternoon, a half-hour after the day students leave school, there begins another activity which concerns the Volunteers. A second wave of students comes into school for "night" classes. Each Volunteer teaches two sessions a week, from 4 to 6 p.m.

PENNY-WHISTLE JAM SESSION at Henry Henderson Institute in Blantyre is recorded by Volunteer Steve Nagler, with wife, Iris, at left. Some students walk 24-mile roundtrip to school daily.

PHOTO STUDENTS LEARN about printing from Nagler, who organized club at institute.

BASKETBALL STANDARD GOES UP at Kongwe Secondary School, as Volunteer Rowland Bennett (Evanston, Ill.) is helped by students in erecting old truck chassis to serve as backboard frame.

Raising Standards in Kongwe

Rowland Bennett is from Evanston, Ill. He received his B.A. in literature from Wheaton (Ill.) College in 1962. He had done summer study at Northwestern and at the University of Rochester, N.Y. He teaches English at Robert Blake School at Kongwe.

By Rowland Bennett

When a junior high school in St. Paul, Minn., sent our secondary school a gift basketball, I was goaded to build a suitable court for its use. I knew that to stir interest in the new game among our pupils, the court would have to be well-done and official.

As in most of Africa, soccer is the dominant sport here. In Nyasaland youngsters begin kicking around discarded tennis balls and wadded rags soon after they learn to run. At our rural school, even a Saturday afternoon match will draw two hundred villagers to our soccer field.

The schoolboys have seen netball played. Unfortunately it has the appearance of an abortive basketball game and the stigma of being a primary-school girls' game.

One factor in favor of basketball was working for me: our rival school, 80 miles away, plays basketball. But if it were to go over here, we would need a proper court.

A playing place was at hand near the school: an unfinished soccer field, rough but already flat. With schoolboys after classes, we worked toward a compromise between what was comfortable for their hardened feet and my idea of a surface smooth enough for dribbling.

But the problem of backboards and supports faced us. At our school, we reckon with a basic fact whenever we daydream: there is no money for extras beyond books, beds, and board. Our basketball court would have to be made from scraps.

Fortunately, the goals were no problem; they had already been bought in the U.S. by the Peace Corps and were in passage. Hoping to be all ready for them when they came, I went to confer with the missionary engineer who lives near our school, and seating myself on an old, rusty car chassis, talked to him about various materials.

Wood? The ants would gnaw it to pulp within a year.

Four-inch pipe? Too expensive.

But then my mind alighted on the very thing I was seated on: the chassis. Why not sink part of it in concrete and bolt the backboards to the end of the frame? But this chassis was too short, and besides, we needed two.

I had passed many times, on my way to nearby Dowa, some old truck chassis stacked in a rusting heap. Measuring them, I found the straight, heavy '39 Chevrolet chassis were of perfect length, allowing a four-foot overhang into the court and a four-foot extension into concrete below the ground.

The chassis, utterly worthless in a place so remote from any wreckers, were given to us along with the generous offer to cut them to size and weld to shape. With schoolboys helping, we dragged the new standards to school behind a Peace Corps Jeep and planted them at the ends of our court, made backboards from an old shipping box, screwed on a smooth hardboard facing, and painted on the official black-and-white markings.

Meanwhile, my Peace Corps colleagues, a married couple, and I continue to teach English and mathematics. Our hoped-for basketball hoops were put off the ship at the wrong port. If any Volunteers anywhere happen to see a forlorn box of sports equipment squatting on some distant quay, please see that it is sent along.

As soon as the hoops come, we play.

Memorial for Skeva

A secondary school near the Northern Rhodesia-Nyasaland frontier will soon receive a shipment of new books in memory of a Nyasa student whom the Nyasaland Volunteers knew while in training at Syracuse University.

The student, Skeva Soko, was preparing for his doctorate in economics at Syracuse. During the training program he was an instructor in Chinyanja, and many of the Volunteers came to know him well.

Volunteer Bob Press (Brooklyn, N.Y.) tells the story this way.

"An accident the week before Christmas took the life of Skeva Soko. His death was a great loss to his family, his friends, and his country.

"In the weeks that followed, his friends in the Peace Corps and on the faculty of Syracuse University discussed various ways to honor him. Finally we decided to do something that would honor Skeva *and* benefit his country. Money was solicited from all who knew him to buy books for the library of the secondary school in Skeva's home district.

"After arriving in Nyasaland, several members of the Peace Corps visited Skeva's parents in Northern Rhodesia. They also visited the local secondary school, where they were informed that a new library would be ready this November."

Press, who acted as chairman of the Skeva Soko Memorial Fund, reports that $350 was collected in the drive. The books are being shipped by the African-American Institute.

DRESSMAKING CONCENTRATION is given by young student at Providence College; Volunteer Gay Palmer (Manchester, Conn.) assists.

A STATUE FOR SOCHE HILL COLLEGE is completed by Volunteer sculptress Elda Ginevri, a native of Italy, who created figure to symbolize struggle for education in new nation.

Sculpture for Soche Hill

At the center of the quadrangle at Soche Hill College stands a sculpture of concrete, symbolic of the progress being made in the struggle for education in Nyasaland and symbolic also of the contribution of the Peace Corps in this soon-to-be-independent land.

The sculpture was created by Volunteer Elda Ginevri with an assist by Linda Millette (Grays Lake, Ill.) and Beth Evans (Wells River, Vt.). Elda is establishing a department of creative arts at Soche Hill College, on the outskirts of Blantyre.

Elda's school is the only school in Nyasaland for training African students to teach in the secondary schools. This year it will have an enrollment of 98 and in November the first three graduates are receiving their diplomas. Next year there will be 17 graduates, and the year after that the goal of 30 per year will be reached.

Soche Hill's headmaster, J.D. Rubadiri, a poet and one of Nyasaland's leading intellectuals, says that because of budget limitations Elda's job is not an easy one.

For instance, when it came time to "build" the sculpture gracing the quadrangle, Elda was hard put for materials and financing. She bought a few things and scrounged the rest. One of the victims of her begging was a Portuguese businessman in Blantyre. He was overcome by a wave of generosity when he heard an American address him in his native tongue. Elda could also have obliged in French, Spanish, or Italian, had there been any Frenchmen, Spaniards, or Italians around who had materials necessary to her cause.

Elda was born in Italy and attended the Academy of France in Rome and the Brera Academy of Fine Arts in Milan. She has taught fine arts in both school and college in the U.S. and has been employed as arts-and-crafts specialist with the U.S. Army and at summer camp. She has lived and worked in many places in the U.S. and Europe.

Elda, 51, is a tough competitor for the honor of making the most contributions to the Peace Corps character in Nyasaland.

On one occasion, for instance, a number of Americans were at Soche Hill College preparing a program for American educational television. One of the African faculty wives wished to display proper hospitality and invited them all to dinner, although she lacked sufficient food and had no time to shop for more.

In this state of emergency, she rushed to Elda's for help.

"I had a little of this, and a little of that," Elda said, "and I threw it all in a big pot and made a stew. We took it over to the house and fed it to the Americans. 'Ah,' they said, 'this African food is wonderful; you can't get anything like this at home.'"

On another occasion, Elda showed a less sophisticated side of her personality. She had agreed in a small-talk way with a student of hers that it would be nice to have a calf.

But early one morning, the student showed up and presented Elda with a newborn calf.

"It looked like a big Irish setter," Elda said. "I put it in one of the rooms in the house. I didn't know any better. Then I discovered the thing had to go to the bathroom. I had to get rid of it."

Medic Sets Record

Four days after the Nyasaland Volunteers had established an unusual health record, Tom Davis, the Peace Corps physician, hung up a record of his own.

In their first eight months of service, the Volunteers were surprisingly free of illness. The extent of notable medical problems was one case (mild) of bacillary dysentery.

"In general, Nyasaland is a healthful country," says Dr. Davis. "If a few basic precautions against the dangerous diseases are taken, there are not likely to be any real problems."

Malaria is widespread in Nyasaland, and Aralen, a preventive, is taken by Volunteers. Among other diseases common in Nyasaland are schistosomiasis, tuberculosis, intestinal worms, poliomyelitis, and typhoid fever.

Four days after the establishment of the eight-month health record, Dr. Davis came down with measles.

DOLING OUT REMEDIES at dispensary of Providence College are Volunteers JoAnn Cannon (Dallas) and Linda Millette (Grays Lake, Ill.), who teach and handle big extracurricular load. Country is generally heathful, but common diseases include malaria, schistosomiasis, TB.

Tenting in Mbingwa

Richard Ruble is from Portola Valley, Cal. He received a B.A. in psychology in 1961 from Stanford.

By Richard Ruble

Mbingwa is a village set on a hill sloping down to the Lilongwe River and about 35 minutes by bicycle from the regional capital of Lilongwe. It has an unused football field hacked from the thick elephant grass of the area, its own water pump, sturdy mud-clay houses, and what certainly must be the smallest dogs in the world. At any rate, these were my first impressions as I pedalled up a rutted track late one afternoon with a load of food, clothes, a sleeping bag, and Chinyanja dictionaries.

One feature of education in Nyasaland is that all secondary instruction is carried on in English. This fact simplifies the problem of classroom communication for Volunteers, but it makes more difficult close contact with the people, most of whom do not know English but speak one or more of the 24 dialects of the two main language divisions.

The only really effective way to learn a local tongue, of course, is to live with the people who speak it. Such an opportunity comes occasionally to the few Peace Corps Volunteers working for teacher-training colleges when their students move out to bush primary schools for practice teaching. If the schools to be supervised are distant from the college, the tutor lives away from the campus in whatever place is convenient for him to move around and observe classes.

My assigned schools were about 12 miles apart by footpath, and Mbingwa, situated in between, seemed an ideal place to stay. My guide late that September afternoon had been told by Chief Mbingwa that I would be welcome in his village, but I still had to meet the chief and tell him in person my reasons for coming.

If I hadn't quite believed in the trip before, I did then as I labored up the hill from the river with my load, leaving running water, electricity, and soft beds behind. When we did reach Mbingwa, the chief had left, but his brother helped me pick out a place to stay.

There was a lengthy discussion in Chinyanja which ended in my being offered a spot of grass in the center of the village and next to the house of the chief's relatives. My attention-getting Peace Corps tent had not been set up long before the chief arrived, and in the gathering dusk he questioned me about my background and purposes at Mbingwa.

The conversation lasted until late at night, but as we said goodnight, there was one question I still had to ask: "Ku chimbudzi ndi kuti?" No? Well, perhaps building a latrine would be a good project over vacation.

A meeting to introduce me to the villagers was to be held the next afternoon. After my morning of teacher observation, I found myself sitting with Chief Mbingwa and the heads of four neighboring villages and facing the population (60) of Mbingwa. Three respected men, including the chief, introduced me, the first "European" who had ever stayed in their village.

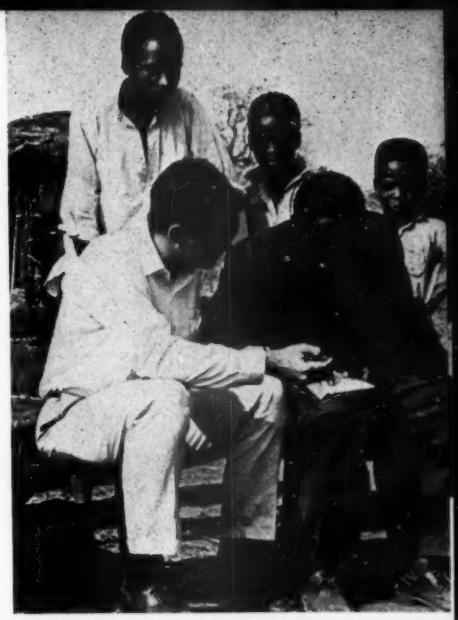
Suddenly I was called on to explain, again, why I wanted to live at Mbingwa. My thanks to the chief and happiness at being in Mbingwa were not too difficult to express, but it was a problem stating in broken Chinyanja that I am a teacher, that I teach teachers, and that now I was watching teachers teach.

This struggle over, though, the meeting ended with general questioning and quick glances inside my fascinating tent.

And so I went. Mbingwa is not a place for a shy person. My rituals of homework, cooking, and shaving—with aerosol shaving cream—were always objects of much interest. Great sympathy was expressed for my lack of a woman to clean my pots and tent, and water was always drawn for me as the village guest. On the other hand, I was interested in local methods of preparing maize, building houses, and making beer. As the days passed, I fell into a routine of morning supervision at schools and afternoon observation and attempts at Chinyanja in the village.

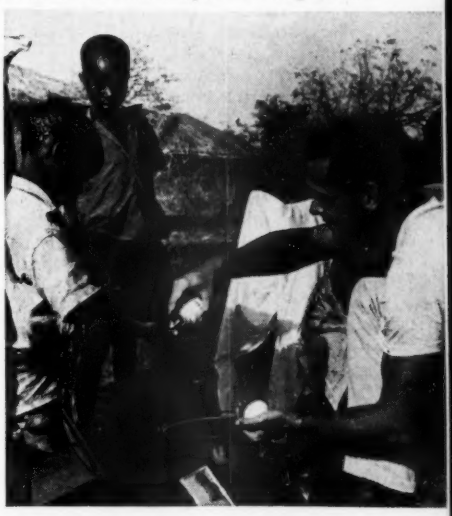
There were the secret *nyao* (picture) dancers glimpsed in passing, family and village beer parties, "jolly walks" through the countryside with village friends, regular village dances, and invitations to join in meals of *nsima* and *ndiwo*.

I had only three weeks there, too short a time to learn the language, but my facility increased and I am now moved to study further. Such language exposure combined with the chance to befriend village people is a rare and rewarding experience.



DISCUSSION IN CHINYANJA dialect with help of dictionary occupies Ruble and villager.

AEROSOL MYSTERY bewilders young villager as Ruble offers him sample of shaving cream.



SETTING UP TENT in village near Lilongwe, Richard Ruble tidies up before visiting schools where his pupils from St. Johns College are practice-teaching; he was first "European" guest.

PUPPETS HELP ENGLISH LESSON as Volunteer Bob Siegel (Nutley, N.J.) and student work with primary students at Nkope, where work was interrupted by baboons pillaging maize fields.

Trip's Treat: Nkungoburger

When you're a Peace Corps Volunteer in Nyasaland, where do you go on vacation?

If you're interested in exploring one of the last strongholds of white Africa, you go to Johannesburg, Cape Town, and Durban, the big cities of South Africa, and talk with the people there who know what *apartheid* means from first-hand experience.

If you like the lonely country and the wide-open spaces and wildlife, you motor through Tanganyika, Kenya, and Uganda.

But if you want to learn more about what's close to where you're stationed, you do as Bob Siegel (Nutley, N.J.) did and take a dirt-cheap voyage on the lake steamer *Ilala,* which plies Lake Nyasa from Monkey Bay at the south end to Karonga in the north.

"Rather than take the more expensive and sterile first class," says Bob, "I thought I would take third class and accompany 15 of my students on the trip back to their homes for their vacations.

"In this way, I hoped also to get a little closer to the Africans, and by such a voyage I knew I would be continuing to do the job I was paid for."

Bob, who has a B.A. in American studies from Amherst and an M.A. in education from Stanford, is teaching at the Teacher Training College in Malindi.

Bob threw a blanket, an extra shirt and some toilet articles in a pack and rode his bicycle 10 miles from Malindi to Fort Johnston, then took the bus to Monkey Bay.

The four-day trip to Karonga cost two pounds, four shillings—$6.24 in American money.

"Every night I slept aboard the ship I had a different bed partner," Bob reports. "One of them was a student at Mzuzu, but he never bothered to introduce himself as he lay down next to me in bed. There were 16 beds in the third-class compartment and they slept 32."

"The bed consisted of a plywood board laid on top of metal strips."

The second day out, Bob says, many of the Africans on board came to talk to him "to see what the hell a paleface would want to do down in third class."

At one stop, Bob was given a live chicken and some rice as a gift from one of the student's families.

"The next day, I had a most interesting delicacy called *nkungo,*" Bob reports. "It consists of thousands of tiny insects the size of mosquitoes. Around Likoma and Nkata Bay there appear over the lake vertical clouds, but they are in fact millions of tiny insects. They are a real mystery in that they appear from the water, lay their eggs and then come into shore to die.

"When they do come to shore, they are scooped up by women with baskets. They are crunched together with the hands and made into patties the size of a hamburger, mixed with salt and cooked over a fire. When cooked, they look like a hamburger made of charcoal. They are eaten cold and are one of the tastiest African foods I have had thus far."

Bob returned through Nyasaland by hitchhiking, visiting the families of many of his students along the way.

Siegel once received a letter from Volunteer Rich Ruble (Portola Valley, Cal.), who is about 200 miles away in Lilongwe, suggesting that they climb Mount Mlanje, Central Africa's highest point at about 10,000 feet.

"We were observing teaching practice at Nkope Hill at the time," Bob says, "and Ruble said I had to let him know the next day or else the trip was off.

"Since the nearest telephone was 17 miles away in Monkey Bay, this necessitated a 34-mile round trip on a bicycle just to let him know that I would make it. I then had to hitchhike 130 miles to get to Blantyre the next day to meet Ruble to go climb Mlanje. I walked about 20 of the 130 miles."

At Malindi, Bob's home station, eight lions have been killed near the school during the last year. Hippo steak has on occasion been added to Bob's diet. He and Tom Zacharias (Horseheads, N.Y.) found a six-foot monitor lizard behind the school.

Orphanage Project

About 15 Volunteer teachers stationed in Nyasaland spent most of their April school vacation building an orphanage as an auxiliary to a hospital at Nguludi, 15 miles from Blantyre.

When the cry for laborers went out, one of the first to respond was Volunteer Beth Evans of Wells River, Vt., who is teaching in Lilongwe. Beth said she had helped her father build a house and knew how to lay brick and do concrete work. By common consent she became the job foreman.

The orphanage will accommodate from 30 to 50 African infants who have been abandoned or orphaned. When they are three years old, they are returned to the villages from which they came, to be cared for by relatives.

While these Volunteers were building the orphanage, others were at work on a variety of tasks in and around the hospital. Some made clothing for the orphans, others ran a course in sewing and personal hygiene. Two art teachers decorated furniture for the children's ward and the orphanage.

BUILDING AN ORPHANAGE at Nguludi was vacation project led by Beth Evans (right); others are Joel Rasmusson (Balboa, Cal.), Morton Orenstein (with trowel) and Jim Bain (standing).

FROM HARVARD TO LILONGWE went Volunteer Dave Macdougall (New York City) to teach at St. Johns; here he works with students.

ON A SHOPPING TRIP is Volunteer Anne Richter (Abington, Pa.), who teaches at the edge of the 8000-foot Nyika plateau in Livingstonia, named after Scottish explorer David Livingstone, who stopped at Lake Nyasa in 1859. Anne is a graduate of Carnegie Institute of Technology.

WEIGHING WONDROUS CHILD is Volunteer JoAnn Cannon, assisted by Nyasa nurses in dispensary of college near Mount Mlanje.

WILL THE SLIPPER FIT? is the question here as students of Volunteer Barbara Wilder (Oak Ridge, Tenn.) practice roles in "Cinderella's Slipper," an operetta produced at Providence College. Barbara, an Oberlin graduate, also serves as dance instructor and folk-song balladeer.

GREETING PRIME MINISTER Kamuzu Banda is Volunteer Jean Lopez, Hunter College graduate born in Jamaica, now from New York City.

WORKING ON DAM at Kongwe, near Dowa, has occupied Volunteer Lauren Johnson during school vacations; earth-fill dam, in background, will provide 24-hour electricity to Kongwe school. Johnson and his wife, Noel Ann, are from Victoria, Tex.; he holds degrees in chemistry.

LAST-MINUTE STRATEGY was discussed with Bandung players by Volunteer coach Dick Doughty during time-out late in basketball game with Djakarta team. Bandung went on to win, 57-49.

Indonesia Volunteer Finds Smiles and Djeruk Juice

By Dick Doughty

The climate of Indonesia is typically tropical. The working day is split into two parts, 7 a.m.-noon and 4-6 p.m., in order to avoid the heat of midday.

The climate is certainly not ideal for training athletes; yet this is exactly the job 17 of us Peace Corps Volunteers assumed as we arrived in Djakarta last May.

We were all coaches assigned to work for KOGOR, the Indonesian national athletic association, and through our coaching and teaching to help raise the level of Indonesian ability in track and field, swimming, basketball, wrestling, boxing, and gymnastics.

I am lucky because I coach basketball in Bandung—a city of about a million people, a city of contradictions. It has a temperate climate although it sits in the center of a tropical island. It is completely surrounded by beautiful volcanic mountains—some of which still rumble occasionally.

A breeze coming down from the mountains effectively air-conditions Bandung, and the temperature seldom rises above 75. The climate is ideal for sports, and as a result, Bandung athletes are at or near the top in all major sports.

Although the cool climate has made unnecessary much of the lightweight clothing I brought, it certainly has made my working conditions more pleasant than those of my friends in some of the hot spots of the country.

At this time I have two major responsibilities in Bandung. Four afternoons a week, I coach the team which represents Bandung in national and international competition. I have never enjoyed working with any group more than I have with these athletes. Their team spirit, from the last substitute to most skilled player, is magnificent. My only problem is that they often do so much for me that I have to wonder who is helping whom.

Insisted He Use Scooter

Examples of their generosity are too numerous to list, but here is a sample. One player has insisted that I use one of his family's two motor-scooters for transportation; no amount of talking could make him change his mind.

Also, after practice one day, I bought a glass of *djeruk* (Indonesian orange) juice from a nearby stand. Every day since then, when practice is finished, I find two glasses of *djeruk* juice, paid for and delivered, waiting for me at the entrance of the field. The players deny any connection with this daily event, but their broad smiles and obvious amusement give them away.

My second area of responsibility in Bandung involves teaching basketball fundamentals to high-school students. I teach about two hours each morning, Monday through Wednesday. This is a much more formal work situation than the afternoon coaching; the boys are far less experienced and the classes are still too new to expect any real progress.

The rainy season starts in the fall. Since there are no indoor basketball courts and rain falls nearly every day, the rainy season halts basketball.

At this writing, I hope during rainy season to hold clinics for aspiring basketball coaches and a training school for referees. Since my principal job in Bandung is to try to raise the level of basketball skills, these programs are at least as important as any personal coaching I will do. Thus the rain will not stop my work but will merely shift the emphasis.

Communication Sketchy

News of the 16 other Peace Corps Volunteers serving in Indonesia is hard to come by. Communication is sketchy, but most of them seem to be well settled and working hard. Two of the Volunteers are serving alone in the cities of Padang (on Sumatra) and Menado (on Sulawesi). The rest of the Volunteers are in groups of two or three and serve in the major cities of Java and Sumatra, two of the five biggest Indonesian islands.

Many of the Peace Corps coaches are currently administering a physical-fitness test designed to measure the condition of young people throughout Indonesia. When complete, this test should prove a stimulus to all areas of Indonesian sport. My partner in Bandung, Ed Axline (San Jose, Cal.), is working full time on this project and has done much to convince the sports officials of West Java that this is a useful and important step towards better sport performances and planning.

Volunteer George Larson (Portland, Ore.), former University of Oregon track star, is making great progress. He has broken several Indonesian track records. If he has time for proper training, he hopes to be the first man to run a four-minute mile in Indonesia.

Dick Kravitz (Philadelphia) has been a one-man athletic department in the city of Makassar, reviving programs in basketball, volleyball, and track and field. He must be working 25 hours a day. Other Volunteers, too, are doing effective work, but I will let some one else tell about it in a later article.

Indonesia Complex and Baffling

Indonesia, the fifth-largest nation in the world (population: one hundred million), seems to many of us a complex and baffling place to work. More than two hundred languages are spoken. Understandably, communication is difficult in a nation of 3000 islands, and transportation is complicated to arrange.

Certainly there have been many difficulties involved in my job. But most of them seem to vanish every afternoon at about 4 when I arrive at the basketball court to be greeted by the members of the Bandung team.

It is well worth travelling half way around the world to gain friends such as these young men.

Richard Doughty, at 6 feet 8½ inches, is probably the tallest Volunteer. He was a member of a championship basketball team (National Collegiate A.A.) while he was at the University of California, from which he graduated in 1960 with a B.A. in speech. He coached the Cal jayvees one year, and when he joined the Peace Corps, he was working as a recreation leader in Oakland, Cal., his home town.

250 Applied For Ford Grant Fellowships

(Continued from page 1)

of Colombia University; and the African-American Institute.

The 41 were chosen from some 250 who applied, said Clarence Thurber, Penn State professor who is chairman of the Inter-University Committee that sets policy for the programs.

In the past, Thurber said, persons going to underdeveloped countries as technicians were usually well qualified in their fields—engineering, public health, agriculture, etc.—but had had little experience within those countries.

The Ford program will provide opportunities for people with experience working in underdeveloped countries to prepare themselves further for work in those countries.

Thurber said that many fellowship applicants have changed their field of interest as a result of work abroad. The desire to change fields had been anticipated, he said, but such changes create problems in gaining admission of applicants to graduate schools.

A new program for academic study during 1964-65 will be announced soon. Applications will soon be available through Peace Corps Representatives in each country.

The selected Volunteers, their home towns, their country of service, and their education, past and projected, are listed below the institution they are to attend:

Pennsylvania State University

Thomas McMahon, Rochester, N.Y.; East Pakistan; B.S., electrical technology, Rochester Institute of Technology; to seek M.S. in nuclear engineering.

Jacque Seigler, Cove, Ark.; Chile; B.S.E., Henderson State Teachers College; to seek M.A. in home-economics education.

Columbia University

Newell Flather, Lowell, Mass.; Ghana; B.A. in history, Harvard; to seek M.A. in history.

Virginia Hopkins, Portland, Ore.; Philippines; B.A.Ed., Oregon College of Education; to seek M.A. in education.

James Kelly, Lancaster, Pa.; Ghana; B.A. in philosophy, St. Michael's Seminary, and B.A. in English, Boston College; to seek M.A. in political science.

Thomas Livingston, Wood Dale, Ill.; Ghana; B.A. in English, University of Illinois; to take graduate courses in the teaching of English as a second language.

David McDowell, St. Louis, Mo.; Nigeria; A.B. in physics, Park College; to seek M.A. in comparative education.

Penelope Roach, Hyde Park, N.Y.; Ghana; A.B. in English, Vassar College, and M.A. in Far Eastern Area Studies, American University; to seek Ph.D in international relations and education.

Thomas Scanlon, Scranton, Pa.; Chile; A.B., University of Notre Dame, and graduate study toward M.A. in philosophy, School of Graduate Studies, Toronto; to seek Ph.D. in international studies.

Dorothy Vellenga, New Concord, O.; Ghana; B.A. in biology, Monmouth College; to seek M.A. in sociology.

Cornell University

Parker Borg, Wayzata, Minn.; Philippines; A.B., Dartmouth College; to seek M.P.A., with special interest in public finance and Southeast Asian area studies.

Donald Ferguson, Salem, N.Y.; Nigeria; B.S., Cornell; to seek M.A. in agricultural economics.

A. Timothy Peterson, Honolulu; Philippines; B.A. in history, University of Hawaii; to seek M.A. in economics with a specialty in Southeast Asia.

Robert Zimmerman, Akron, O.; Philippines; B.A. in political science, University of Akron; to seek LL.B.

Robert Rourke, West Haven, Conn.; Malaya; B.S. in civil engineering, University of Connecticut; to seek M.A. in business administration.

Harvard University

David Danielson, Manchester, Mass.; Nigeria; A.B. in biology, Boston University, and two years of graduate work in public health, University of Montana; to seek Ph.D. in public health with emphasis on tropical parasitology.

Randall Longcore, Alpena, Mich.; Nigeria; B.S. and M.S., University of Michigan; to seek Ph.D. in logic and methodology of science.

Mary Ann McNichol, Danvers, Mass.; El Salvador; B.A. in biology and M.A. in medical sciences, Boston University; to seek Ph.D. in the health sciences.

Robert Pitts, Red Bank, N.J.; Thailand; B.A. in physics and philosophy, Yale University; to seek M.A. in economics.

Massachusetts Institute of Technology

Robert Gelardin, New York City; Sierra Leone; B.A. in biology, Swarthmore College; to seek M.A. in city and regional planning.

University of Chicago

David Christenson, Oshkosh, Wis.;

(Continued on page 24)

Practice Fieldwork

Trainees for Latin America Study N.Y. Problem Areas

Peace Corps trainees destined for community-development assignments in Latin America are being given field-work training in problem neighborhoods on the North American island of Manhattan.

The practice field work there was started last year, under the direction of New York School of Social Work of Columbia University, with supervision by the city's Dept. of Health and Welfare and the Neighborhood Conservation Bureau of the Redevelopment Board.

Trainees have worked on Manhattan's lower East Side and in East Harlem and Chelsea, and are currently working in the Janus Neighborhood Project on the upper West Side, helping in the relocation of persons over 60 who will have to find other residences because of the West Side Urban Renewal Project.

Designed to prepare Volunteers for community development under the auspices of CARE in cities in Colombia, the Manhattan field work is assisted by 10 private agencies, including the American Friends Service Committee.

Trainees work directly with staffs of the several welfare agencies, and have been engaged in projects such as adult education, recreation for all age groups, housing rehabilitation, painting, carpentry, rat control, and in helping families make use of health services. Some trainees have been assigned to children's day-care centers, welfare homes, and day centers for the aged.

In the Janus project, sponsored by United Neighborhood Homes with the New York Dept. of Relocation, some 60 trainees are conducting interviews with more than 100 tenants over 60 years of age now living on the demolition site.

The field work is in addition to classes in social work and Spanish. Much of the field work has been conducted in Spanish-speaking neighborhoods. Trainees have also had eight weeks of instruction at the University of New Mexico and four weeks in Puerto Rico. It is the longest of the Peace Corps training projects, consuming 16 weeks; other training periods take about 12 weeks.

When they reach Colombia, where 367 Peace Corps men and women are already at work, the new Volunteers will be assigned to jobs in initiating and developing neighborhood self-help projects and in helping to establish programs in adult education, home economics, health education, child care, and recreation.

LETTERHEADS from all over give a taste of the languages and the places that are familiar to the Peace Corps. A letter from Ceylon carries (besides English) both the rolling script of Sinhalese and the angular Tamil. Other languages shown here are French, Spanish, Turkish, Nepali, Afghan Farsi, Iranian Farsi (center), Thai, Indonesian, and Arabic (at upper right).

Ford Fellowship Winners

(Continued from page 23)

Philippines; B.S., University of Wisconsin; to seek M.A. in education.

Barbara Payne, Evanston, Ill.; West Pakistan; B.A. in chemistry, Wheaton College; to seek M.A. in education.

Michael Woldenberg, Madison, Wis.; Sierra Leone; B.S. and M.S., University of Wisconsin; to seek Ph.D. in geography or economics.

David Szanton, New York City; Philippines; B.A., Harvard; to do graduate work in the social sciences.

University of North Carolina

John Dombrowski, Miami Beach, Fla.; Ecuador; B.A., Pennsylvania State University; to seek M.A. in Latin American studies and political sciences.

Gerald Garthe, Santa Ana, Cal.; Chile; B.S., University of Idaho; to do graduate work in Latin-American studies and the economics of developing societies, and to seek M.A. in forest economics at North Carolina State College.

Burton Segall, Hicksville, N.Y.; Tanganyika; Bachelor of Civil Engineering, Polytechnic Institute of Brooklyn; to seek M.S. in civil engineering, specializing in hydraulics and sanitary engineering.

Mary Segall, Hicksville, N.Y.; Tanganyika; B.S. in nursing, Skidmore College; to seek M.S. in nursing and to study teaching in public health.

University of California at Los Angeles

Joseph Julian, Boulder City, Nev.; Tanganyika; A.B. in geology, Harvard; to seek M.A. and Ph.D. in cultural anthropology.

John McPhee, Portland, Ore.; Tanganyika; B.S. in physics, University of of Portland, and M.S. in physics, New York University; to seek M.A. in community development and African studies.

John Neill, Bayside, N.Y.; Nigeria; B.A. and M.A., Columbia University; to seek M.A. in mathematical statistics.

Thomas Peterson, Wilmette, Ill.; Ghana; B.A. in classics, University of Wisconsin; to seek M.A. and Ph.D. in linguistics and African studies.

Stanford University

John Lynch, Brookfield, Mass.; Philippines; B.S. in education, Worcester State College; to seek M.S. in education.

Nigeria Project

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graphs and drawings from little-known historic sites.

Finally, the Peace Corps staff has made good use of vacationing Volunteers. They have evaluated new assignments, helped with office work, distributed support materials around the region, and participated in the orientation of a large new group of teachers.

Every vacation project has seemed to lead to several new opportunities for the next vacation: a shortage of good ideas should never again be a problem. Some difficulties remain. To what degree, for example, should the staff take time to organize projects? Several Volunteers are too isolated to develop truly rewarding vacation projects of their own. Then there is the question of what is truly a project and what is not.

But the ideal of a constructive vacation activity—a pleasant change from teaching routine coupled with a real contribution to the host country—has proved to be one that works.

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